Family History Treasure Hunt

Name ____________________________________

Age ____________________________________ (as of January 1 of the current year)

Club name ____________________________________

Club advisor ____________________________________

County ____________________________________
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### Glossary

- Summary of Learning Outcomes ....................... 69
Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another person important in the 4-H member’s life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide.

The 4-H member will need to visit the library and other locations to gather information. Some costs are involved for transportation, copies of forms, and supplies.

If there is a stepparent, adoption, or some other form of modern family, help the youth edit the charts accordingly. For more information, see The Modern Family on page 38.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member’s life skills and knowledge of the importance of genealogy.

**Your Role as Project Helper**

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person’s sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of the Eight Essential Elements (also known as the Eight Key Elements):

1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Essential Elements, please refer to the Ohio 4-H Volunteer Handbook available online at ohio4h.org. On a practical level, your role as a project helper means you will strive to do the following:

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about genealogy.

**What You Can Do**

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each section to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each section and the related background information.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Member Project Guide.
- Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the project areas that have been completed.
Welcome to *Family History Treasure Hunt!* This project is designed for youth ages 12 years and older who are interested in genealogy. Younger members may take this project, but only with active involvement from a knowledgeable project helper. You can take *Family History Treasure Hunt* for just one year simply to learn more about what genealogy is, or you can take it for up to six years to become an expert in your family’s history. (This project book can be used for six years.) No matter how long you take this project, you are bound to discover treasures!

So you have a good idea of what is involved, the minimum expectations—or the very least you can do—are outlined in the What To Do section below. The time and resources you spend on the project will vary depending on the depth of your interests and research. This project often becomes the basis for family history study that extends into adulthood!

In this project, you will learn to:

- Gain research skills used for family history.
- Increase knowledge of personal identity and an appreciation of family heritage.
- Improve family communications and build family strengths.
- Search for and document genealogical information and decide on its value.

**Note to Parent or Guardian**

Your child needs your help to complete this project. You can assist by helping with requested dates and information. Your help is needed to contact other family members in person, by phone, mail, video conferencing or by other forms of media. The 4-H member needs to visit the library and other locations that are sources of information. Some costs are involved for transportation, for copies of forms, and for supplies.

When obtaining a copy of a birth certificate, marriage license, etc., an inexpensive photocopy or scan is acceptable for this project. Your child does not need expensive certified copies.

If there is a stepparent, adoption, or some other form of modern family, please help your child edit the charts accordingly. Charts designed to address the needs of the modern family are included. These are found at Family Tree Templates: [familytreetemplates.net/category/nontraditional](http://familytreetemplates.net/category/nontraditional). In this project, the member learns the process for locating family history information. He or she may elect to search the family of a natural parent, stepparent, adopted parent, or other family member.
Each year you take the *Family History Treasure Hunt* project, complete the four steps outlined on the What To Do requirements page that matches your number of years in the project.

**Step 1. The Treasure Hunt**

The Treasure Hunt activities are built around specific topics and skills in genealogy such as organizing, interviewing, conducting research, writing, and more. You may even decide to go further than these minimum requirements. The activities for each year build on the activities completed in the previous year. Doing them in order helps you find your family treasures!

**Step 2. Learning Experience**

Each year, select at least one of the additional organized 4-H activities listed below. Use the requirements page to record what you plan to do, what you actually do, and the date you do it.

- Give a talk to your 4-H club or other group on the information in a family group sheet.
- Help another 4-H member with family records.
- Help at a 4-H genealogy workshop.
- Invite a volunteer from a local genealogy library or organization to speak to your club.
- Plan a related activity.
Step 3. Leadership/Citizenship Activity

Each year, select at least one of the leadership/citizenship activities listed below. Use the requirements page to record on the annual page what you plan to do, what you actually do, and the date you do it.

- Encourage a friend to join 4-H or to enroll in the 4-H genealogy project.
- Show someone how to use a common genealogy resource such as ancestry.com or how to find historic newspapers on microfilm.
- Donate a copy of your pedigree chart (or updated chart) to the local genealogy library.
- Plan a related activity.

Step 4. Project Evaluation and Record Keeping

After you have completed steps 1, 2, and 3, review your records and forms. Prepare your project for review. Discuss your experiences with your parent, guardian, and/or project helper. Participate in county evaluation and fair. See local guidelines for details. You should not omit a step. Plan and report your progress for the current year on the appropriate page. As soon as you complete one year, you can start right away on another year. When the time comes, if you want to continue the treasure hunt, be sure to enroll again in the project for the coming year.

Tips for County and State Fairs

- County guidelines and state guidelines may vary. At the county fair, exhibit your project book, research journal, and selected records as determined by your club and advisor. See your county guidelines for more information when exhibiting at the county level.
- The most recent state fair guidelines are available at ohio4h.org, usually soon after the first of the year.

Words in bold throughout this book are defined in the glossary.
What To Do: First Year Requirements

My first year in *Family History Treasure Hunt* is 20____. I am ____ years of age (as of January 1).

<table>
<thead>
<tr>
<th>Step 1. The Treasure Hunt</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>The minimum requirements for this year are listed below. If you choose to go further, that is okay. Everything you do this year is counted with year one.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Getting Started</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Complete a three-generation pedigree chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Complete a family group sheet for your parents and grandparents</td>
<td></td>
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<tr>
<td>3. Complete “What's in a Name?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Complete “Family Traits Chart.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Organize Your Search</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Assemble a Treasure Hunter’s Kit. See page 15 for more information. Bring your kit with you to the county or state fair judging.</td>
<td></td>
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<tr>
<td>3. Each family unit should have its own section in a notebook, paper folder, digital folder, and/or other method.</td>
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<td></td>
</tr>
<tr>
<td><strong>C. Interviewing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Prepare a list of family history questions to ask an adult relative or family friend.</td>
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<tr>
<td>2. Interview the person(s) most knowledgeable of your family’s history. Interview in person, by phone, letter, email, social media, or your choice of other technology. Document your interview.</td>
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<tr>
<td>3. Ask to look at documents, photographs, or memorabilia that could provide useful information for your Treasure Hunt.</td>
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<tr>
<td>4. With the interviewee’s permission, begin to collect a copy of important documents and photographs. Include source citations on all items.</td>
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</tr>
<tr>
<td>5. Write down correspondences or conversations you have had, recording the person's name, relationship to you, date of interview, and how the contact was made. Record these items in your Treasure Hunter’s Research Journal.</td>
<td></td>
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</tr>
<tr>
<td><strong>D. Known and Missing Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Complete additional family group sheets. Every family unit should have a family group sheet. A family group sheet includes the parent(s) and the child(ren) included in the family unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Determine what information is missing from your pedigree chart and family group sheets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. Training Session</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Provide guidance on how to begin your family history by talking with an experienced genealogist or librarian.</td>
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</tbody>
</table>
### Step 1. The Treasure Hunt

<table>
<thead>
<tr>
<th></th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Interview a library employee, courthouse clerk, or a volunteer at a genealogical or historical society to learn about resources at the library, courthouse, and/or genealogical or historical society.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Learn how to search online catalogs.</td>
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</tbody>
</table>

### F. Using Equipment

<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Learn to use a photocopy machine, scanner, microfilm/microfiche reader-printer, or other electronic device you have not used before.</td>
</tr>
</tbody>
</table>

### G. Research Plan

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Create a simple research plan. Determine where you will go or who to contact to help fill in the missing information. Options include contacting other relatives, visiting libraries, archives, genealogical or historical societies, courthouses, cemeteries, or using the internet. See page 22 for more information about creating a research plan.</td>
</tr>
</tbody>
</table>

### H. Correspondence

<p>| | |</p>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Write at least one request for family information. Send the written request through email, letter, social media, or some other form of technology. Keep a copy for your records.</td>
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</table>

### I. Research

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<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Use the internet to begin your research. Websites such as Ancestry, FamilySearch, and Find-A-Grave have helpful information. Verify secondary information when possible.</td>
</tr>
<tr>
<td>2.</td>
<td>Use the library, genealogical or historical society, or other organization’s online catalog to find possible resources to help you research your family’s history.</td>
</tr>
<tr>
<td>3.</td>
<td>Record your research in your journal—including both successful and unsuccessful searches.</td>
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</table>

### J. Documentation

<p>| | |</p>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Practice documenting at least one interview and record it in your journal.</td>
</tr>
<tr>
<td>2.</td>
<td>Practice documenting at least one book and record it in your journal.</td>
</tr>
<tr>
<td>3.</td>
<td>Practice documenting at least one website and record it in your journal.</td>
</tr>
<tr>
<td>4.</td>
<td>Document any interviews, books, websites, or other sources used in your research. Citations should be written or typed on each document.</td>
</tr>
<tr>
<td>5.</td>
<td>Include a listing of all sources used for your research.</td>
</tr>
</tbody>
</table>
### Step 1. The Treasure Hunt

<table>
<thead>
<tr>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
</table>

### K. Annual Essay—My Personal History

In this personal history essay, you might want to write about something you remember about your childhood, places you have lived or visited, family traditions, family reunions, unusual happenings, schools you have attended, friends, hobbies, pets, favorite books, etc. The essay may be handwritten or completed on a computer. Please use an easy-to-read font in 12-point, and double space your lines.

### L. Sharing Information

1. Copy and share your pedigree chart and family group sheets with your family or a friend.

### Step 2. Learning Experience

<table>
<thead>
<tr>
<th>What I plan to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I did:</td>
</tr>
</tbody>
</table>

### Step 3. Leadership/Citizenship Activity

<table>
<thead>
<tr>
<th>What I plan to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I did:</td>
</tr>
</tbody>
</table>

### Step 4. Project Evaluation and Record Keeping

My project was reviewed by my project helper on ________________(date).

I was interviewed in the county on _________________________(date).
My second year in *Family History Treasure Hunt* is 20____. I am ____ years of age (as of January 1).

<table>
<thead>
<tr>
<th>Step 1. The Treasure Hunt</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>The minimum requirements for this year are listed below. If you choose to go further, that is okay. Everything you do this year is counted with year two.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A. Getting Started**

1. Review your first-year project.

2. Complete a four-generation pedigree chart.

3. Begin a personal diary about yourself and your interests. Do not bring your personal diary to the county or state fair.

**B. Organize Your Search**

1. Update pedigree charts and family group sheets with information found since your project last year.

2. Check your Treasure Hunter’s Kit and replace supplies as needed. You do not need to bring your kit to the county or state fair. Bring a photo with a list of what is included in the kit, if you wish.

3. Continue to keep your family research organized by family unit. If any family unit file gets too large, organize each family unit by individual.

4. Include a listing of documents within each family folder or section. This could be set up as a table of contents or an index.

**C. Interviewing**

1. Research how to do oral histories. Visit your library or find resources online.

2. Use an audio, video, digital recorder, or some other device to document oral history for a person in your family who has not been interviewed yet, or a family friend.

3. Record and document the interview.

4. Prepare a summary of the questions and answers of the interview. Record these in your Treasure Hunter’s Research Journal.

**D. Known and Missing Information**

1. Complete additional family group sheets. Remember that each family unit should have a separate family group sheet.

2. Determine what information is missing from your pedigree chart and family group sheets.

**E. Training Session**

1. Attend a workshop, webinar, or other training session on *genealogy*.

2. Attend a local genealogical society meeting.

3. Ask a genealogical or historical society member or library employee about U.S. *Census* records, *vital records*, obituaries, or other records that could be valuable in your research.
### F. Using Equipment

1. Learn how to use a new piece of equipment. It could be a copier, scanner, digital camera, microfilm or microfiche reader, or some other electronic device you need for your research.

2. Write a brief description of the equipment or device and how it could be used in your research.

### G. Research Plan

1. Based on your missing information, create a research plan. See page 22 for details.

2. In your research plan, review a list of sources that might help in your research. Sources may include obituaries; birth, marriage, and death records; newspaper articles; or living relatives. Write down where you may be able to find the listed sources.

3. Using your research plan as a guide, conduct some research. Write down what you find or do not find in your quest and the date the research was done and the sources used.


### H. Correspondence

1. Contact additional family members or family friends as needed to continue your research.

2. Contact your library, archives, genealogical or historical society, or other organization asking for information about one of your ancestors. Feel free to use email, U.S. mail, social media, or some other form of communication.

3. Ask your project helper to help you gather or request a copy of important documents for each person on your pedigree chart. Important documents include birth, marriage, death records, and others.

4. Add new information to your records.


### I. Research

1. Obtain a copy of a vital record. Vital records include births, marriages, and deaths. Copies may be obtained through home resources, websites, or by contacting a vital records repository such as a courthouse or health department. Document your vital records.

2. Obtain a copy of an obituary of one of your relatives or ancestors. Document the date, page number, and name of the newspaper for each obituary.

3. Find an ancestor in a U.S. Census record, if applicable. If you are unable to find him or her in the census, briefly explain why. Indicate the census record’s website, year, and place of the census record.

4. Continue your research as needed.

### Second Year Requirements

#### Step 1. The Treasure Hunt

<table>
<thead>
<tr>
<th>J. Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice documenting at least one census record and record it in your journal.</td>
</tr>
<tr>
<td>2. Practice documenting at least one vital record and record it in your journal.</td>
</tr>
<tr>
<td>3. Practice documenting at least one website and record it in your journal.</td>
</tr>
<tr>
<td>4. Document any census records, vital records, websites, or other sources used in your research. Citations should be written or typed on each document.</td>
</tr>
<tr>
<td>5. Include a listing of all sources used to date for your research.</td>
</tr>
</tbody>
</table>

#### K. Annual Essay—My Personal History

Write a story about an interesting event, job, or experience of one of your relatives. Maybe one of your relatives served in the military or had a special job or interesting hobby. Alternatively, you could share something special you have done with a cousin, aunt, uncle, parent, or grandparent. Maybe you took a vacation or went fishing or camping. Maybe one of your relatives helped you with a school project. The essay may be handwritten or completed on a computer. Please use an easy-to-read font in 12-point, and double space your lines.

#### L. Sharing Information

Copy and share your records with another family member or friend.

#### Step 2. Learning Experience

<table>
<thead>
<tr>
<th>What I plan to do:</th>
</tr>
</thead>
</table>

| What I did: |

#### Step 3. Leadership/Citizenship Activity

<table>
<thead>
<tr>
<th>What I plan to do:</th>
</tr>
</thead>
</table>

| What I did: |

#### Step 4. Project Evaluation and Record Keeping

<table>
<thead>
<tr>
<th>My project was reviewed by my project helper on ________________(date).</th>
</tr>
</thead>
</table>

| I was interviewed in the county on _________________________(date). |

Requirements for years three, four, five, and six are in Appendix 6.
BEGIN WITH YOURSELF

Before starting a treasure hunt, you need a treasure map. Without a map, you would not know where to begin. Maps provide clues to help navigate your path. Likewise, when you start researching your family, you need a good map. Start with yourself by filling in the chart below. Your first stop should be your parent(s) or guardian. They can help you gather the tools you need for your journey and provide clues for you. Your next stop? Look for clues in your own home. Your mother or father might have newspaper clippings or other documents that help. The next stop might be contacting another relative such as a grandparent, aunt, uncle, or cousin. Eventually, you will want to visit your library, or a genealogical or historical society. Jewels could turn up anywhere!

To help create your treasure map, fill in the chart below.

---

My Name
My Father
My Father's Father
My Father's Mother
My Mother
My Mother's Father
My Mother's Mother

You just completed a pedigree chart for yourself and some of your ancestors. In the chart above, did you put the full name (including middle name) for each of your parents and grandparents? Did you include the maiden name of your mother and grandmothers? The **maiden name** is the last name of a woman before marriage. At marriage, she might take the **surname** of her husband. Surname is the last name or family name. **Given names** are first and middle names.

How many surnames have you listed so far? Make a list of your surnames in alphabetical order below:

_______________________________________,  _______________________________________
_______________________________________,   _______________________________________
**What’s in a Name?**

How and why did your parents select your name? Ask them and place your answer here. Do you have a nickname? If so, how did you get that name?

_______________________________________________________________________________________

To record all dates, use the international date style—day first, the first three letters of the month, then the four-digit year: 17 Feb 1890.

Fill in the following chart: Today is _____________________________.

<table>
<thead>
<tr>
<th>Day</th>
<th>month</th>
<th>year</th>
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<tbody>
<tr>
<td></td>
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</table>

My full name is ____________________________________________.

My Father is ____________________________________________.

My Mother is ____________________________________________.

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<thead>
<tr>
<th>last</th>
<th>first</th>
<th>middle</th>
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</tbody>
</table>

I was born on ____________________________, __________________________, ____________________________ day month year

in ________________________, ________________________, ________________________.

town/city county state or country

<table>
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<th>last</th>
<th>first</th>
<th>middle</th>
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</table>

He was born on ____________________________, __________________________, ____________________________ day month year

in ________________________, ________________________, ________________________.

town/city county state or country

<table>
<thead>
<tr>
<th>last</th>
<th>first</th>
<th>middle</th>
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</tbody>
</table>

She was born on ____________________________, __________________________, ____________________________ day month year

in ________________________, ________________________, ________________________.

town/city county state or country
List brothers and sisters, starting with the oldest first:

Name  Birth date (day, month, year)  Birthplace
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Family Traits Chart

Who do you look like? Has anyone ever said, “You are the image of your grandparent”? Look for clues in the physical features of your parents and grandparents. Hint: If grandparents have graying hair, what was the color of their hair when they were your age?

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Me</th>
<th>Father</th>
<th>Mother</th>
<th>Father’s Parents</th>
<th>Mother’s Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Grandfather</td>
<td>Grandmother</td>
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<td>Grandfather</td>
<td>Grandmother</td>
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<tr>
<td>Eye color</td>
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<tr>
<td>Hair color</td>
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<td>Height</td>
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<td>Weight</td>
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<tr>
<td>Physical build</td>
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<tr>
<td>Hobbies and special interests</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Medical notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples of other characteristics include the following: freckles, dimples, shape of nose, shape of face, personality, voice. Write down other characteristics about you, your parents, and grandparents.
I have two parents, four grandparents, eight great-grandparents, 16 great-great-grandparents, etc.

Each generation doubles the number of your ancestors. You will need tools to uncover and keep track of your family history treasures.

**Treasure Hunter’s Kit and Suggestions**

1. When you visit a relative, family friend, or a repository such as the library, courthouse, or genealogical or historical society, take the following items with you:
   - several pencils or pens (some libraries do not permit pens to be used)
   - note paper
   - Treasure Hunter’s Research Journal (See page 18 for details)
   - coins for the photocopy machine
   - a working copy of your pedigree chart
   - working copies of family group sheets
   - copies of individual data sheets
   - an alphabetical list of surnames you are researching
   - USB drive or other portable external storage device—great for storing digital images (optional)
   - magnifying glass (optional)
   - audio or video tape recorder (optional—great for interviews)
   - camera or smartphone to take photos of documents, other’s personal belongings, and more (optional)
2. Always record your sources with the following information: complete name of the book (or other source), the author, year of publication, the publisher’s name, the page number(s), and where you found it. For information on the internet, include the website’s address, website’s name, and date you accessed it. Documenting Your Sources (page 30) explains how to cite your sources in more detail.

3. When you take notes, use a separate page for each surname. Later, you can file each page in separate surname folders to keep information organized. As your research increases on each surname, you may want to take notes for each individual on a separate page, computer document, or spreadsheet. These notes should be kept with each individual’s file.

4. Photocopy or scan important pages. Record the source on the front of the document. Scanned images should include the citation on the digital image when possible. When scanning the image, leave a little space at the top or bottom. Then use a software program like GIMP, Photoshop, or Paint to add the citation. Another option is to include a brief citation in the file name. For example, for an obituary on John Smith, the file name could be “Smith_John_obit_News_23Sep1923.”

5. When storing your documents digitally, use folders and sub-folders to keep your images organized. Start a separate folder for each family unit, which is the parent(s) and the child(ren) of one family. Store all related documents such as census records, birth records, marriage records, death records, obituaries, and photos in one family unit’s folder. As your research expands, you may need to further divide each family unit’s folder into individual folders.
6. Before a visit or interview with a family member, think about some of the questions you want to ask.
   • Where did you go to school?
   • Where were you born?
   • Where did you live when you were my age?
   • Did you like sports?
   • What were your hobbies?
   • Why did you move?
   • Who was your best friend?
   • When did you get married?
   • What is (or was) your occupation?
   • What other questions would you like to ask?

Remember to use your six friends in each interview. They help you to be thorough when you gather information. Your six friends are Who, What, When, Where, Why, and How.

7. Remember to find documents, or proof, to confirm what you are told in the interview. Record documents on the Individual Data Sheet or on the back of the Family Group Sheet.

8. As you search, you might find that some names are spelled differently. For example, Heintz can also be spelled Hines, Heinz, Hynes, etc. Be alert to the possibilities and always copy information just the way you see it. In early records, names were often spelled the way they sound, or phonetically.

See Appendix 5 on page 57 for more sample interview questions.
**Project Area: Treasure Hunt Tools**

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**Treasure Hunter’s Research Journal**

Start and keep a research journal.

Use a journal, notebook, electronic device, or some other method to keep a list of places you visit, the dates you visited, what you looked for, and documents you found. This is often referred to as a research log. Record the names and contact information of people with whom you talked or corresponded in what is often called a correspondence log. When using an electronic device, a paper copy should be included with your project.

If you looked in some sources and were unable to locate the document or information you sought, make a note of this in your research journal. This keeps you from looking in the same source more than once for the same information.

**Data Sheets**

As you find information, what do you do with it?

Take notes and keep document copies. Be sure to date each item and add the source details. At the beginning of your search, a small treasure box is all you need. Later, as you gather more jewels, you might want a file box or drawer with a folder for each surname. An electronic device can be used too.

A notebook for your Data Sheets and charts works well for the beginning hunt. Charts are used by family researchers to keep track of the dates and information they find. Master copies for the Individual Data Sheet, Family Group Sheet, and Pedigree are in Appendix 2, which starts on page 40.

Do not write on the masters. Instead, make copies and write on those. Keep your master copy separate and print additional copies as needed. You can find similar forms online or at your library. Use any version you prefer.

How many copies of the forms do you need? For the first year, a minimum of one pedigree chart and five family group sheets could be enough. Double that number if you want to have a “working” copy on which neatness does not matter. Later when you are ready, you can neatly print a copy to share with others. The larger the family and the more family research you do, the more copies you will need.

---

10 Feb 2014: Talked to mom and dad. Found and copied their marriage certificate.

12 Feb 2014: Phone Grandma Moore and asked about the family.

13 Feb 2014: Wrote Grandma Hudson. Wanted to know her birth date, birth place, and her parents’ names.

28 Feb 2014: Received a letter from Grandma Hudson. She gave me her birth date, birth place and her mother’s name. She will show me her family Bible the next time we visit.

11 Mar 2014: Visited Franklin County Courthouse in Columbus and got a copy of my birth record.


If you write information by hand, always use your best penmanship.
The Individual Data Sheet is a good record for each family member you interview and for each ancestor you want to know more about. You can work on a Data Sheet for yourself, too. You do not have to fill out an Individual Data Sheet for everyone in your family.

A master copy of the Individual Data Sheet is in Appendix 2, which starts on page 40. Review the sample forms below for an uncle and great-grandfather.

Always record your source in the source column. Sources are very important in your treasure hunt. You can read more about how to do this in Documenting Your Sources on page 30.
The Family Group Sheet is a summary of each family. You need one chart for each family unit. The sample Family Group #1 uses a traditional family unit with a husband and wife. Start with your own family. Later, you can create additional charts and a numbering system. Because you are the one providing information on the family you are the compiler. If you receive a completed sheet from someone else, that person is the compiler.

List the last name first and use all capital letters (this makes it easier to find), followed by the first name and middle name, such as CLOVER, Jr., Christopher. Put nicknames in parentheses at the end of the line.

To record all dates, use the international date style—day first, the first three letters of the month, then the year: 17 Feb 1890.

To record places, include the town or city, county, and state or country. Include the facts you have and leave space to add information.

For marriages, always include the full name of the spouse. For the wife’s name, use her maiden name or unmarried name.

Space to write your sources is on the back of this form.

Children are listed in birth order. Include all children, even ones who did not live into adulthood.
The Pedigree Chart is an outline of your direct line of ancestry for several generations. Your name goes on line 1 of chart 1. Later, as you expand your records, you will need additional charts and a numbering system.

List the last name first and use all capital letters on this chart also.

Abbreviations and tips for this chart:
- b = birth
- p.b. = place of birth
- m. = marriage
- d. = death
- p.d. = place of death

To record all dates, use the international date style—day first, the first three letters of the month, then the year: 17 Feb 1890.

To record places, include the town or city, county, and state or country.

The surname of a wife is always written as her maiden name.

See Appendix 1 on page 39 for a complete list of abbreviations.

Use these abbreviations (at right), with no punctuation, for the months:
- Jan
- Feb
- Mar
- Apr
- May
- Jun
- Jul
- Aug
- Sep
- Oct
- Nov
- Dec
The research plan is used to help focus on the solution to a problem or conflict in your research. Possible problems are different birth dates, death dates, given names, or surnames. The source could be the confusion of two individuals with the same name and approximate birth date and birth place, and both residing in the same area. It could be uncertainty about the parents of an ancestor, or it could be usually private or sensitive information, such as the names of children who died as infants or small children.
The research plan has several key elements.

1. State the ancestor’s name who is in question.
2. Include the date the research plan was created.
3. State the research concern or question.
4. Summarize what is known about the ancestor.
5. Compile a list of possible resources that may be used to help resolve the conflict or answer the question. For example, the U.S. Census; a death certificate; a will, an estate, or a guardianship; or an obituary.
6. Compile a list of places the resources may be found. Examples may include such websites as ancestry.com or familysearch.org for U.S. Census Records; Department of Vital Statistics for Death Certificates; FamilySearch or the Courthouse for a will, an estate or a guardianship; or the local newspaper housed at the local library for an obituary.

Once the research plan has been created, use the plan as a guide to help focus on your research. See the Sample Research Plan in Appendix 4. When you use your research plan, make a notation of the results found in your research and the date the research was done. Include the title of the specific resource used. Also, include both positive and negative search results. Negative results may help you eliminate possibilities.
The following people and places may lead you to family history jewels.

**YOUR FAMILY**

**Parents**—Talk with your parents or guardian and ask questions. Remember to use your Treasure Hunter’s Kit for this and all other research. Use a pencil for filling out your pedigree chart until you have proof for an item. Once you have learned all you can from your parents, you are ready to visit with other family members.

**Visits**—If grandparents live nearby, plan a visit to ask them for help with filling in more information. If they live far away, contact them through a letter, email, social media, or video conferencing. You might need to ask permission from your parent(s). Be sure to ask for dates and places of events (birth, marriage, death) for each of your ancestors on your pedigree chart. With their permission, record everything they tell you. Visit or contact other relatives to find more information.

**Interviews**—When visiting relatives, you might find it easier to take a digital recorder, video recorder, smart phone, or other electronic device. Capturing conversations and playing them back later is helpful. Later, you can transfer the information to your charts, notebook, or both. Keep in mind you will need additional proof later for the information you receive. A second visit is a good idea, just to double check some of your information.

**Family Documents**—Handle family documents (birth and marriage certificates, old photographs, Bibles, etc.) with tender, loving care.

**Bibles**—Ask relatives if they have a family Bible or other religious record. Can you see it if they do? Family history information is often written inside. Perhaps they know someone in the family who has a Bible that contains additional information about your ancestors.

**Diaries**—Diaries are rare. If you find one, you have good historical information as well as insight into the personality of the writer.
Conducting Your Search

**Project Area: Conducting Your Search**

**Photographs**—Old photographs are exciting treasures. You might see what your great-grandparents or even your great-great-grandparents looked like.

**Old Records**—Most people have copies of their birth certificate and marriage certificate. You might also find military records and baptismal certificates. These kinds of civil and religious records serve as proof for the facts you collect. They are the true jewels of your treasure hunt and are often kept at home. With permission, make photocopies, take photos, or scan the documents for your records. When obtaining a copy of a birth certificate, marriage license, etc., an inexpensive photocopy or a digitized scan is acceptable for your 4-H project. You do not need to get expensive certified copies.

**Asking for Information**

**Writing letters or sending email messages** to your relatives is a great way to find out important family information. Keep your letters and emails short and to the point. Be very clear about what you are asking. Feel free to mail a copy of a form for them to fill out (such as a Family Group Sheet). In pencil, try to include the information you already have and ask them to check it for accuracy. Always include a self-addressed, stamped envelope (SASE) with all your letters. People are more likely to respond if you do.

**Phone calls** can be a very effective way to collect family history information. However, be aware of any charges that could arise from these calls.

**Social media, video conferencing, and other forms of technology** are also great ways to gather family information. Prepare what you want to ask, then connect with your loved one with your preferred method. Have paper and a pen ready to take notes. The information you gather can be added to your charts and forms.

When you write for help from someone you do not know very well, you can test the reliability of their information by doing a **validity check**. Write an incorrect date or place on the chart you mail. If the person does not correct the facts, you might have to question the validity of his or her information.
**FAN Club and Collateral Lines**

FAN is an acronym for Friends, Associates, and Neighbors. Often, when you are unable to find information on your direct ancestor, you can research the FAN club and the collateral lines to find additional information on your ancestor.

In most families, it is common to find an ancestor who is a challenge to the researcher. Possible challenges include the following:

- Name change
- Relocation
- Records did not exist
- Records have been lost or destroyed
- Non-indexed or incomplete indexes to resources
- Errors in the index, in all forms (microfilm, book, Internet)
- Spelling variations or use of nicknames

To overcome these challenges, it may be necessary to research the FAN club and the collateral lines. The collateral lines include anyone who is not a direct ancestor or descendant of the subject. The FAN club includes everyone else who may have been in contact with your ancestor at some point in his or her life. Your ancestor did not live in a bubble. He or she was involved with the community. He or she may have been part of an ethnic or social group. Your ancestor possibly attended church. School children attended school together. Your ancestor went into town to pick up supplies, groceries, and other necessary items, and often made friends with neighbors. These individuals would be considered part of your ancestor's FAN club.

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**Sample Letter**

13 Feb 20XX  
Betty Hudson  
1432 Emerald Way  
Dublin, Ohio 43017  

Dear Grandma Hudson,

How are you? I am fine. I am working on my family history for a 4-H project. Could you write me to tell me your birth year?

I am also interested in the birth and death dates and places for your parents. I need their middle names, too. Do you know when and where your parents were married?

I am enclosing a pedigree chart with what I know so far, and a self-addressed stamped envelope. I hope you can come to visit us soon. Dad thinks we can come down to visit sometime next month. I can show you my 4-H family history treasure hunt project.

Love,

Nickie

Nickie Moore  
914 Mapleview Drive  
Defiance, Ohio 43512
Know Your Sources

An important part of your search are the sources of information. Sources include documents, books, periodicals, microfilm, newspapers, artifacts, people, photos, websites, or any other item that provides information.

The three types of sources are organized below into 1) types of sources, 2) types of information, and 3) types of evidence.

Types of Sources

There are three types of sources: original, derivative, and authored. The best source is the original. However, even original sources sometimes have errors. When several original sources support the information you are researching, you can feel confident you have the correct information.

Examples of original sources include the following:

1. All government records:
   - birth, marriage divorce and death records
   - military and pension records
   - tax and land (deed) records
   - ship passenger lists
   - oaths of allegiance (naturalizations)
   - wills and estates
   - census records

2. Church and parish records:
   - baptism and christening records
   - marriage records
   - death records
   - burial records

3. Newspaper clippings
   - obituaries
   - birth and marriage announcements
   - anniversary and birthday clippings

4. Family records
   - Family Bible, journal, or diary
   - Birth announcements
   - Wedding invitations and announcements
Derivative sources would be a person or record that supplies information that has been repeated, reproduced, abstracted, transcribed, or summarized from something that has already been spoken or written.

Examples include the following:
1. Abstracts, extracts, or indexes
   • Birth, marriage, divorce, and death records
   • Wills, estates, and guardianships
   • Census records
2. Newspaper listings
   • Interments
   • Births, marriages, and deaths
   • Legal notices
3. Transcriptions
   • Tombstones
   • Land deeds
   • Court records

The third type of source is the authored work. Authored works are narratives written based on information from a variety of sources. The authored works use both original and derivative sources. Also, the author has added his or her own perspectives and conclusions within the narrative. Examples include the following
1. Biographies
2. County and family histories
3. Complied genealogies
4. Newspaper articles
5. Case studies

Types of Information
Within each type of source, you could find three types of information—primary, secondary, or undetermined.

<table>
<thead>
<tr>
<th>Types of Information</th>
<th>Primary</th>
<th>Secondary</th>
<th>Indeterminable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Firsthand knowledge of an event</td>
<td>Secondhand knowledge of an event</td>
<td>Source of information is unknown</td>
</tr>
<tr>
<td>Examples</td>
<td>• Doctor recording date and cause of death.</td>
<td>• Information supplied for a death certificate by family members.</td>
<td>• Information given for a U.S. census. It might have been provided by a family member, neighbor, or a farm laborer. Sources are not listed on census records.</td>
</tr>
<tr>
<td></td>
<td>• Mother stating birth name and birth date of her child.</td>
<td>• Grandmother recalling stories handed down from two generations of ancestors.</td>
<td></td>
</tr>
</tbody>
</table>
An original source can contain both primary and secondary information. For example, on a death certificate, the name of the deceased, and the date and cause of death are all primary information. The birthdate, age, and parents’ names of the deceased are all secondary information.

**Types of Evidence**

The final piece is to evaluate the source. Think about the kind of evidence you have for a particular source. The evidence could be direct, indirect, or negative.

**Direct evidence** clearly answers your question. For example, a birth record for John Smith born on 13 Oct 1880 clearly answers the question, “What is the date of birth of John Smith?”

**Indirect evidence** does not answer a question completely. For example, let’s say you are interested in knowing Mary Miller’s death date? When you find the tombstone, the inscription gives the dates “1876–1940.” Since only the year of death is given, and not the month and day, this source does not answer your question fully.

**Negative evidence** occurs when you expect to find information on a document and it is not there. For example, your great-grandfather dies and leaves a will. You would expect to find your grandfather (his son) listed in the will as an heir. All of the known children are listed with the exception of your grandfather. This is negative evidence that might suggest the great-grandfather whom you thought to be your great-grandfather is not the biological father of your grandfather.

You might find that sources do not always say the same thing. When this happens, make notes of both facts and the sources. Just because the source is original, the information is primary, and the evidence is direct does not mean the information is correct. Errors do happen by mistake or they might be deliberate. Always try to obtain more than one source for each known fact.

For each source, record where you found the information or who provided it. Sources give you direction in case you need to recheck something. Also, sources are used by others to prove the accuracy of your family history.
Documenting your sources is an important part of researching your family history. You need to describe where you found your information or who provided it. Without good source documentation, your research loses credibility.

In your textbooks, you might have noticed footnotes or endnotes to explain where facts were found. In this way, the writer gave credit to the sources of information and documented how to confirm the details. When you prepared a report for school, you might have included footnotes, or listed your sources in a bibliography.

Sources for genealogy serve the same purposes. Sources are also helpful to your research. If you find contradictory facts and recheck sources for errors, you can evaluate the quality of the sources to decide which is best. (Go ahead and put both reports in your family history so others can also compare sources.)

Take the time to record your sources. Do not skip this important step in your treasure hunt. It might seem time consuming, but in the long run it pays to do the task thoroughly. If you write “U.S. Census,” that is not enough. What year? What county and state? Did you access the image online? If so, which website did you use and when did you access it? A much better way to document the U.S. Census would be as follows:


This citation provides all the information you need to relocate this record with ease. Also, be specific. If your grandmother tells you her birthdate, she is your source. If you actually see a copy of her birth certificate, record the certificate as the source.

For more information about how to cite sources and references, check online or at your library. Style manuals used by writers and editors have information needed in genealogy. Look for guides especially for genealogy as well.
Cite your sources on your documents, Individual Data Sheets, and Family Group Sheets. (See Appendix 2.) In the case of electronic files, include a brief citation as part of the file name. For example, if you download an image of your Aunt Elizabeth Markley’s death certificate, you could name it “Markley_Elizabeth_death_23Jan1945.” Include the complete source citation somewhere on the document itself.

**SAMPLE CITATIONS**

**Book**

**Book (Compiled Records)**

**Journal**

**Newspaper**

**Birth Record**
Cornelius Haggerty birth record, 1892, Franklin County (Ohio) Probate Court Records of Births 1867–1908 County Clerk’s Office, p. 290, # 974, Ohio History Connection, Columbus, Ohio microfiche.


**Death Record and/or Certificate**
August Rohda death certificate, 28 Dec 1928 certificate no. 77600, Ottawa County, Ohio, Ohio History Connection, Columbus, Ohio microfilm.


**Marriage License/Record**
Marriage Record of Henry Zealean and Ruby Bicfind, 25 May 1874, Franklin County (Ohio) Probate Court Marriage Records 1803–1968 November. Ohio History Connection, Columbus, Ohio, microfilm.


**Personal Letter**
Pollitt, Jeremiah, Peebles, OH to John Neel, Belleville, 17 Feb 1931. Original in possession of author.

**Email**
Henry, Samuel. “Jen had her Baby.” Email to author, 2 Jun 2001. email

**Interview In-Person**

**Telephone Interview**

**Tombstone Record**
**WHERE TO FIND DOCUMENTS**

**COUNTY AND CITY RECORDS**

Many county and city records are kept at the Court House or other governmental offices. These are original sources and they include the following:

- **Probate Court** has birth and death records for certain periods, marriage records, estates, and wills.
- **Health Department** has birth and death records for certain periods. For example, most Ohio counties keep birth and death records for the years 1867 to 1908 at the Probate Court, and for the years 1909 to the present at the Health Department. This differs from state to state.
- **Recorder’s Office** contains indexes of land buyers (grantees) or sellers (grantors), deed books, mortgage books, etc.
- **Treasurer’s Office** contains lists of tax payers, often only the more recent ones. Older tax records are often sent to an archive, usually located in the same state.
- **Clerk of Courts** has most court case records including case files, criminal records, civil records, court journals, etc.

Be aware that a few counties restrict public access to their records. See if you can work with them to gain the information you need.

**LIBRARIES AND SOCIETIES**

Public libraries can offer some help for you, especially if they have a history or genealogy section. In other communities, it might be best to contact a historical or genealogical society. These organizations often have a special library designed just for family historians. If you are doing research in Ohio, visit the Ohio Genealogical Society at ogs.org. This website offers contact information for local chapters throughout Ohio. Other states may have similar websites.

Many of these libraries and societies have census indexes, family histories, county histories, cemetery records, local newspaper clippings, and many other resources that can assist in research. Some libraries have large collections. It might take you numerous visits to get an idea of everything they have.

Before visiting a library or society, check its webpage for hours of operation and directions. Spend some time exploring its website to get a general idea of what it offers.

Some libraries and many societies are staffed by volunteers. It is a good idea to either send an email, Facebook message, or call to make sure a volunteer or staff member will be available to assist you.

Many larger libraries have a subscription to ancestry.com or Ancestry Library Edition. Either one is a fantastic database for research. Other libraries and societies might have access to other databases—either ones they pay to access or others they have compiled on their own. You never know which databases will be valuable to you.
There are several larger libraries in Ohio and one just across the state line in Allen County, Indiana. Although these are larger and specialize in genealogy, do not forget to use your local library. It might prove to be a treasure trove waiting to be unearthed.

Some important genealogy libraries include these:

**Columbus Metropolitan Library—Local History and Genealogy**  
Phone: 614-645-2275  
Web address: columbuslibrary.org/research/local-history-genealogy

**Ohio Genealogical Society**  
**Samuel D. Isaly Library**  
Phone: 419-886-1903  
Email: ogs@ogs.org  
Web address: ogs.org/ogs_library/index.php

**Ohio History Connection**  
Phone: 614-297-2300  
Email: reference@ohiohistory.org  
Web address: ohiohistory.org

**Allen County Public Library**  
**Genealogy Center, Ft. Wayne, IN**  
Phone: 260-421-1225  
Email: genealogy@ACPL.Info  
Web address: genealogycenter.org

**Cemetery Records**

Most churches keep records of baptisms, births, marriages, deaths, confirmations, lists of membership, and others. Some churches might have only limited access to their records. Some might send their records to central church archives, and some churches do not keep older records.

**Cemeteries**

Visiting a cemetery is a great way to combine a spine-tingling adventure with a search for family history information. Tombstones usually state name, birth date, death date, and spouse’s name. You might find hints to other relationships since some family members are buried near each other. Rubbings of older, hard-to-read tombstones are not recommended. Many tombstones are fragile and any pressure might damage the stone. Use only water to clean a hard-to-read tombstone and take a photo instead. Search online to learn how to use a mirror and sunlight to improve your ability to read an old or weathered tombstone.

Cemetery records, if they exist, might contain additional information, such as place of birth, cause of death, and other details.
Using a Computer

**Store Data**

Using a computer is optional for this project, but it can be a tremendous help and offer easy access to huge amounts of useful data. Family information may be entered onto a genealogy software program such as Legacy Family Tree, Family Historian, RootsMagic, Family Tree Maker, or Heredis. (There may be a cost for some.) Once your family information has been documented, it can be uploaded to the internet. Many software programs now offer a mobile app. Some websites, such as familysearch.org, encourage individuals to build their family tree directly online. Use such websites with caution. With your parent’s or guardian’s permission, explore other options for recording and organizing your family information on a computer.

To find out more information about software programs or internet sites:

- Visit your library, or genealogical or historical society and ask for recommendations.
- Read critiques of software and internet programs in magazines, books, and online.
- Compare cost and ease of use to decide.

Remember to keep your pedigree charts and family group sheets updated. Always check the printout with your original charts and journal notes to be sure each date and place was entered accurately and the names are spelled correctly.

**Find Family History**

Genealogical information on the internet makes it possible to look at family history files, publications, and records on the computer. With the growing amount of information available online, you might encounter conflicting information or information that is confusing or inaccurate. To reduce confusion, find names, dates, places, and family stories before you start to research online. Remember to start with yourself and work backwards in time. Include information about yourself, then your parents and their siblings, next your grandparents and their siblings, and so on. Verify birth dates, marriages dates, death dates, and other information by finding birth records, marriage records, death records, court records, and other documents discussed under Know Your Sources, on pages 27–29.

Many compiled family trees are available online, but use caution when using these trees. The family trees compiled by others may provide good leads for your treasure hunt or they may lead you astray. Also, the information might or might not be true. Some family trees include citations while most do not. When using compiled genealogies, look for original sources to prove the accuracy of names, dates, and places. Try to answer the questions:

- Who provided the information?
- What answers were given?
- Where did the information come from?
- When was the information given?
- How were the answers interpreted?

Analyzing and recording your sources are discussed in more detail under Know Your Sources and Documenting Your Sources on pages 27–30.
FREE GENEALOGY WEBSITES

The following URLs are subject to change. If the link is no longer working, try searching for the website by name.

**American Memory Project**

*memory.loc.gov/ammem/index.html*

Launched by the Library of Congress in October 1994, the American Memory Project is an online digital scrapbook of key events and people in American history.

**Castle Garden**

*castlegarden.org*

Castle Garden was New York’s first **immigrant** processing center. It predates Ellis Island, which opened in 1892. This database provides abstracted information on more than 11 million immigrants from 1820–1892.

**Chronicling America**

*chroniclingamerica.loc.gov*

Check here for digitized images of newspapers from 1836–1922. This is only a sampling of newspapers throughout the United States and is in no way inclusive of all newspapers ever printed.

**Cyndi’s List**

*cyndislist.com*

This is an index of many genealogical sites available on the internet, including particular subject areas, and is updated daily. Some links lead to free websites while you might need to pay for others.

**FamilySearch**

*familysearch.org*

Created by the Family History Library located in Salt Lake City, Utah, this site is updated daily. It includes many original birth, marriage, church, court, property, death records, and much more. Not all documents are indexed. Browse their online catalog, view their online collections, or search their records. Their records are from all over the world.

**FamilySearch Wiki**

*familysearch.org/wiki/en/Main_Page*

This website includes more than 84,900 articles providing advice on researching genealogy and encourages the community to submit family history articles.

**Find-A-Grave**

*findagrave.com*

This volunteer-based website records the burial places of millions of people. Photographs of tombstones, family documents, and much more can be found here. Much of the information is compiled by researchers so use caution when using this website.

**Google Books**

*books.google.com*

Google has digitized millions of books. Some of the books might have only a few segments that can be previewed. Other books can be downloaded in their complete form.

**Google Historical Newspapers**

*news.google.com/newspapers*

Browse through historical newspapers from all over the world.

**Immigrant Ships Transcribers Guild**

*immigrantships.net*

This searchable website includes more than 17,000 ship manifest lists in 16 volumes. This is not a comprehensive list of all passenger ship records. This site can be browsed by date of immigration, ship name, port of departure, port of arrival, and surname.

**Internet Archives**

*archive.org*

Check here for access to millions of free books, movies, software, music and more provided by a non-profit library. The website includes the “Wayback Machine” which enables you to look up old websites that no longer exist.
National Archives
archives.gov
The National Archives has a tremendous amount of information pertaining to Federal records. Look here for many guides to their records and downloadable forms for requesting information.

Ohio Memory Project
ohiomemory.org
Collections of this online Ohio history scrapbook can be searched by subject, place, or contributor.

Ohio Newspapers
ohiohistoryhost.org/ohiomemory/newspapers
This website offers more than 310,000 pages of full-text, keyword-searchable Ohio newspapers.

Rootsweb
home.rootsweb.ancestry.com
This website includes many blank forms and how-to articles. Find compiled family histories here through the “WorldConnect,” listed under Search Engines and Databases. It is designed to connect people and share genealogical research.

U.S. Bureau of Land Management
blm.gov/services/land-records
If you have ancestors who might have purchased land from the government, this website might provide information about the property as well as digital images.

USGenWeb
usgenweb.org
This website was started in 1996. The information varies from state to state, and county to county, and is free. Volunteers post information on a particular county for all to see.

Worldcat
worldcat.org
Look here for a national online catalog of books, DVDs, CDs, and articles. Once you find an item of interest, it will provide a listing of libraries that own that item.

Check on Google, Yahoo, or other search engines. Many of the websites are free, but you might have to pay a subscription fee for others. Check with your library, or genealogy or historical society to see if they provide access to ancestry.com, Ancestry Library Edition, HeritageQuest, Fold3, or any other database related to your research.

As with any research, use original resources whenever possible. Derivative resources often contain errors. Derivative resources include items such as transcriptions, abstracts, extracts, and indexes. Verify any information you find on the internet, especially family narratives, biographies, and compiled genealogies.
Preserving Your Family Papers and Photos

Time and poor conditions can damage and destroy records. Care is needed to store your treasures to protect them for many years to come.

Look for “acid free” or “archival” on packages of paper and file folders you use for genealogy records. Photo albums, scrapbooks, and storage boxes also need to be archival quality. Without the protection of archival materials, papers discolor and fade. In time, pages become brittle and begin to break into pieces.

You might want to invest in clear page covers to protect special documents. These, too, should be archival quality. Another safe process is called encapsulation. Look for these storage items in online archival supply catalogs.

As you collect documents, be prepared to store each page to retain its original condition.

- NEVER laminate a page or do anything that is not reversible.
- Remove all staples and paper clips.
- Try to keep it flat; do not fold.
- Do not punch holes in an original.

Since newspaper clippings deteriorate eventually, make a photocopy of the clipping on acid-free paper. Another option is to scan the newspaper clippings and save them in a digital file.

Your treasured family records should be stored away from heat, light, and humidity. So, do not store your files in the attic, basement, or garage.

Visit the library or genealogy library and ask for information on safe storage of family records. Ask about sources for archival storage boxes and supplies, or check at the office supply store.

Two Key Rules for Storage
- Always use archival quality storage materials.
- Never do anything permanent to records that cannot be undone.

Photos

While photos are not a focus of this family project, they can be cherished additions to your search. Not every family has photos of ancestors. If your family has photos, special care is needed to preserve the original and to copy it for your treasure hunt.

Before you do anything with photos, visit the library or genealogy library and ask for references on photo preservation and storage. Learning about archival materials and protecting the photos from further damage saves your discoveries much longer.

Digital Files

Important documents, photos, newspaper clippings, artifacts, and other similar items can be scanned and saved digitally. Be sure to save your files in more than one place. Also, when saving digital files, keep the chosen media up to date. Technology changes quickly and what is available now may not be available later.

The National Archives website at archives.gov/nhprc/announcement/digitizing-faqs.html provides links for best practices, including saving documents in the best, high-quality formats.
Project Area: Conducting Your Search

The Modern Family

Modern families exist in a variety of forms. Traditionally, families consisted of a father, mother, and children. The children might be biological or adopted. Adopted children could be U.S. or internationally born. Step-parents, step-children, and half-siblings are common throughout history. These family units are often referred to as blended families. You can search the family of a natural parent, step-parent, adopted parent, or other family arrangement.

As times change, the definition of the modern family has changed, too. Now, the modern family includes alternative families as well. Alternative families exist in many forms. A parent may be a single mom or single dad. Grandparents, aunts, and uncles might be raising a relative’s child as their own. Many lesbian and gay couples adopt or otherwise have children. Regardless of relationship or gender identity, the modern family’s history can be searched.

For family trees designed to address the needs of the modern family, go to familytreetemplates.net/category/nontraditional. Depending on the circumstances, you might choose to use one of the non-traditional pedigree charts rather than the traditional charts included in this book.

DNA

Many family historians decide to do DNA testing. DNA helps determine ethnicity. Also, when used with good research, it can solve conflicting data on family trees. DNA testing does not replace accurate and thorough research.

There are three types of DNA testing:

- Y-DNA tests the paternal, or father’s lineage. It tests the Y chromosome which is only present in male DNA. It passes down from father to son, so only males will benefit from this test.
- Mitochondrial DNA (mtDNA or mDNA) passes from mother to child—either male or female. Testing for mtDNA reveals the direct maternal line, or mother’s lineage, in males or females.
- Autosomal DNA tests (atDNA or auDNA) reveals DNA inherited from both parents and all recent ancestors.

DNA testing is not a requirement for this project. With your parent’s or guardian’s permission, you could learn more about this increasingly popular tool used by genealogists.
APPENDIX 1: Abbreviations

Listed below are selected abbreviations commonly used in records. If you see an abbreviation you do not find here, ask the librarian for assistance or consult a genealogy reference for a larger listing.

A.D.  Anno Domini, or after Christ  gm  grandmother
b.  born, birth  ggm  great-grandmother
B.C.  Before Christ  FHC  Family History Center
B.C.E.  Before Common Era  h.  husband
bur.  buried, burial  L.D.S.  Latter-day Saints
ca.  about  m.  married or marriage
c.  christened  nee  born, maiden name
c.o.  county  p.  page

d.  died or death  pp.  pages

dau.  Daughter  p.b.  place of birth

div.  divorced  p.d.  place of death

et al.  and others  SASE  self-addressed stamped envelope

g  great  twp.  township

gf  grandfather  v.  volume

ggf  great-grandfather  w.  wife

State Abbreviations

<table>
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<tr>
<th>State Abbreviation</th>
<th>State Name</th>
<th>State Abbreviation</th>
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<th>State Abbreviation</th>
<th>State Name</th>
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</thead>
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<td>NY</td>
<td>New York</td>
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<td>OH</td>
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<td>MA</td>
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<td>Arizona</td>
<td>MD</td>
<td>Maryland</td>
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<tr>
<td>CA</td>
<td>California</td>
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<td>Maine</td>
<td>PA</td>
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<tr>
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<td>Colorado</td>
<td>MI</td>
<td>Michigan</td>
<td>RI</td>
<td>Rhode Island</td>
</tr>
<tr>
<td>CT</td>
<td>Connecticut</td>
<td>MN</td>
<td>Minnesota</td>
<td>SC</td>
<td>South Carolina</td>
</tr>
<tr>
<td>DC</td>
<td>District of Columbia</td>
<td>MO</td>
<td>Missouri</td>
<td>SD</td>
<td>South Dakota</td>
</tr>
<tr>
<td>DE</td>
<td>Delaware</td>
<td>MS</td>
<td>Mississippi</td>
<td>TN</td>
<td>Tennessee</td>
</tr>
<tr>
<td>FL</td>
<td>Florida</td>
<td>MT</td>
<td>Montana</td>
<td>TX</td>
<td>Texas</td>
</tr>
<tr>
<td>GA</td>
<td>Georgia</td>
<td>NC</td>
<td>North Carolina</td>
<td>UT</td>
<td>Utah</td>
</tr>
<tr>
<td>HI</td>
<td>Hawaii</td>
<td>ND</td>
<td>North Dakota</td>
<td>VA</td>
<td>Virginia</td>
</tr>
<tr>
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<td>Iowa</td>
<td>NE</td>
<td>Nebraska</td>
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</tr>
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<td>ID</td>
<td>Idaho</td>
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<td>Washington</td>
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<td>New Jersey</td>
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<td>Wisconsin</td>
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<tr>
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<td>NV</td>
<td>Nevada</td>
<td>WY</td>
<td>Wyoming</td>
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</tbody>
</table>
Bits and pieces of information for your family history come from many different sources. You will bring these together on your data sheets and charts. The master copies of the Individual Data Sheet, the Family Group Sheet, and the Pedigree Chart are on the following pages.

DO NOT WRITE ON THE MASTER COPY. Make photocopies of the master copies for your project. Estimate the number of pages you need to get started, then make a few extra copies so you have a good supply. Similar forms are also sold at most genealogy libraries and in supply catalogs.

“Working copies” are the pages you carry with you to the library or interviews. Make notes on these pages.

A “final copy” is the one you create when you are finished and ready to save a clean and neat copy for your files. (These can be printed from a computer.) If you have neat handwriting, you might not need to recopy every page.

## Individual Data Sheet

The Individual Data Sheet is a good page for interviews and special family members you want to study in detail. The Data Sheet is not needed for everyone on Family Group Sheets.

## Family Group Sheet

The Family Group Sheet also has a source chart on the back. You will need a separate sheet for each marriage you record.

## Additional Children

This is a second page to the Family Group Sheet for families with more than three children.

## Pedigree Chart (Generation Chart)

One pedigree chart outlines five generations. As your search takes you to the sixth generation, you will need additional charts. The ancestors on Chart 1 at lines 16 to 31 each will become #1 on a new chart.

If you want to study more about chart numbering, visit a genealogy library and ask for assistance or a reference book on family history. There are several methods used to number charts and records. Beginning genealogists do not need to be concerned with a numbering system. As your records increase, you will want an easier way to find and identify data sheets and charts.

## Research Plan

Use this plan anytime you have specific questions about a part of your research. This form organizes your thoughts by asking you to fill in the following:

- your concern or question
- the information you have already gathered
- what you hope to find out
- possible sources to help you learn more
- any results you find

Feel free to make notes about anything useful you find in these resources, even if it is about something other than your original questions.
Ancestor’s Name _______________________________________________ Date _____________

State the problem or concern ____________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What do you know about this ancestor? ______________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

List resources related to the problem ______________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

State your hypothesis___________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What sources may help to solve the problem or concern? Results
____________________________________________________________________________________
____________________________________________________________________________________
### Individual Data Sheet

Use this form to record all information on specific individual. It is suitable for any age and relationship. Be sure to document your source(s) for each fact. Selected details will also be recorded for this person as a child (on father’s group sheet) and when this person marries, on the group sheet for the couple.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Source</th>
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<tbody>
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<td>Day/Month/Year</td>
<td>Birth (M or F)</td>
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<tr>
<td></td>
<td>Baptism</td>
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</tr>
<tr>
<td></td>
<td>Marriage</td>
<td></td>
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<tr>
<td></td>
<td>Death</td>
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<tr>
<td></td>
<td>Burial</td>
<td></td>
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This person is no. _______ on pedigree chart no. _______
Family Group Sheet

**HUSBAND**

<table>
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<th>(date)</th>
<th>(town or Township)</th>
<th>(County)</th>
<th>(State)</th>
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<tr>
<td>Died</td>
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</table>

Married

1. |   | at | to |
2. |   | at | to |
3. |   | at | to |

Father

Mother

Notes

(more on back)

**WIFE**

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<tbody>
<tr>
<td>Died</td>
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Other Marriages

1. |   | at | to |
2. |   | at | to |

Father

Mother

Notes

(more on back)

**CHILDREN**

(i) Name

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Married | at | to |

Notes

(ii) Name

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Married | at | to |

Notes

(iii) Name

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<th>at</th>
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Married | at | to |

Notes

Record sources on back of this page. Use separate page for each marriage.
In spaces below record the sources for information in the Family Group Sheet

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<table>
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Use a blank sheet to attach additional notes and sources.
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List sources on back.
In spaces below record the sources for information in the Family Group Sheet

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<td></td>
</tr>
</tbody>
</table>

Use a blank sheet to attach additional notes and sources.
Pedigree Chart

1. (Father of No. 1)
   p.b. m. d. p.d
   (Mother of No. 1)
   b. p.b. m. d. p.d

2. (Father of No. 2)
   b. p.b. m. d. p.d
   (Mother of No. 2)
   b. p.b. m. d. p.d

3. (Mother of No. 3)
   b. p.b. m. d. p.d

4. (Father of No. 3)
   b. p.b. m. d. p.d

5. (Mother of No. 4)
   b. p.b. m. d. p.d

6. (Father of No. 5)
   b. p.b. m. d. p.d

7. (Mother of No. 2)
   b. p.b. m. d. p.d

8. (Father of No. 6)
   b. p.b. m. d. p.d

9. (Father of No. 7)
   b. p.b. m. d. p.d

10. (Father of No. 8)
   b. p.b. m. d. p.d

11. (Father of No. 9)
   b. p.b. m. d. p.d

12. (Father of No. 10)
   b. p.b. m. d. p.d

13. (Father of No. 11)
   b. p.b. m. d. p.d

14. (Father of No. 12)
   b. p.b. m. d. p.d

15. (Father of No. 13)
   b. p.b. m. d. p.d

16. (Father of No. 8)
   b. m. d. p.d

17. (Mother of No. 8)
   b. m. d. p.d

18. (Father of No. 9)
   b. m. d. p.d

19. (Mother of No. 9)
   b. m. d. p.d

20. (Father of No. 10)
   b. m. d. p.d

21. (Mother of No. 10)
   b. m. d. p.d

22. (Father of No. 11)
   b. m. d. p.d

23. (Mother of No. 11)
   b. m. d. p.d

24. (Father of No. 12)
   b. m. d. p.d

25. (Mother of No. 12)
   b. m. d. p.d

26. (Father of No. 13)
   b. m. d. p.d

27. (Mother of No. 13)
   b. m. d. p.d

28. (Father of No. 14)
   b. m. d. p.d

29. (Mother of No. 14)
   b. m. d. p.d

30. (Father of No. 15)
   b. m. d. p.d

31. (Mother of No. 15)
   b. m. d. p.d

(Spouse of No. 1)
   b. p.b. d. p.d

(Spouse of No. 2)
   b. p.b. d. p.d

(Spouse of No. 3)
   b. p.b. d. p.d

(Spouse of No. 4)
   b. p.b. d. p.d

(Spouse of No. 5)
   b. p.b. d. p.d

(Spouse of No. 6)
   b. p.b. d. p.d

(Spouse of No. 7)
   b. p.b. d. p.d

(Spouse of No. 8)
   b. p.b. d. p.d
Checklists are useful tools for researchers. By looking over a checklist you can determine which sources you already have and which ones you still want to find. The checklists described below are found on the following pages.

**Home Source Checklist**
When you first start your treasure hunt, the best place to start is at home. You might be surprised by the information you find in your house.

**Source Checklist**
There are many resources available to research. Do not limit your searching to what is available at home, at your library or genealogical society, or what you find on the internet. Be willing to contact or visit cemeteries, archives, courthouses, and other places that house information.

**Research Checklist**
When researching your family, direct evidence is not always available. For example, birth records do not begin until 1867 in Ohio. For birth records before this date, check a family Bible, baptism record, census record, guardianship, apprenticeship, death record, obituary, tombstone inscription, county history, or a family history. The Research Checklist (in Appendix 3) gives some clues to which records to seek for evidence to verify information. Please keep in mind that this checklist is just to get you started. You might find other resources to add to it.

**U.S. Census Checklist**
When doing research in the United States, an original source is the U.S. Census. In most census records, the source of information is undetermined because we do not know who provided it. The exception to the rule is the 1940 U.S. Census. On this census, there is an X with a circle around it to inform us of who provided the information.

The U.S. Census is taken every 10 years. The first United States census was taken in 1790. The most recent U.S. Census available for public viewing is the 1940 U.S. Census. The government requires 72 years to pass before they release the record. The 1950 U.S. Census will become available for public viewing in 2022.

Census records include a variety of information. The early information is sparse. As the Federal Government became more established, the amount of information collected on individuals increased.

The U.S. Census records from 1790–1940 are available through subscription databases such as HeritageQuest Online and Ancestry. Many are available free of charge through FamilySearch.org. Look for local indexes through the USGenWeb Project website at usgenweb.org, or by visiting the county in which your ancestor was a resident.

**Other Checklists**
Depending on your family’s history, you might create some of your own checklists. Ask your project helper for guidance, if needed.
### Home Source Checklist

#### Vital Records
- Birth Announcements
- Birth Certificates/Records
- Marriage Announcements
- Marriage Certificates/Records
- Memorial Cards
- Obituaries/Death Notices
- Death Certificates/Records
- Tombstone Photos

#### Compiled Information
- Family Bible
- Family Histories
- Online Family Trees
- Diaries/Journals
- Miscellaneous Papers
- County Histories
- Scrapbooks
- Photo Albums

#### Church Records
- Membership Certificates
- Baptisms
- Confirmations
- Church Directories
- Photos of events

#### Court Records
- Separation Papers
- Divorce Proceedings
- Wills/Trusts
- Guardianship Papers
- Adoption Papers

#### Immigration
- Passports/Passport Applications
- Declaration of Intention
- Naturalization Records
- Ship Records/Photos
- Other documents your immigrant ancestor may have had

#### Property
- Rent/Mortgage Receipts
- Appraisals of Property
- Land Deeds

#### School Records
- School Photos
- Yearbooks
- Report Cards
- School Projects
- Graduation Announcements

#### Military Memorabilia
- Discharge Papers
- Medals of Honor
- Photos
- Foreign Currency

#### Miscellaneous Records
- Heirlooms
- Old Phone Books
- Membership Cards
- Periodicals/Newsletters
- Newspaper Clippings
- Other
Name of Ancestor ____________________________________________________________________________

**Source Checklist**

**Compiled Information**
- Family Histories
- County Histories
- Family Papers
- Online Submitted Family Information
- Biographies
- Family Bible
- Genealogy Society Ancestor Charts
- Births
- Birth Records/Certificates
- Birth Announcement Cards
- Baptisms/Christenings
- Hospital Records (usually private)
- Adoption Records
- Guardianship Records
- Apprenticeship Records

**Census Records**
- Federal Census
- State Census
- Special Schedules
- Indian Census
- Quadrennial Enumerations

**Non-population Census Schedules**
- Agricultural
- Manufacturing/Industrial Schedules
- Business Schedules
- Mortality Schedules
- Slave Schedules
- Defective, Dependent, Delinquent Classes (1880)
- Social Statistics Schedules

**Church Records**
- Births/Baptisms
- Christenings
- Communion
- Marriages/Bans
- Deaths/Burials
- Membership/Separation
- Pew Rental Records
- Pastor/Reverend Diaries/Journals

**Deaths**
- Death Records/Certificates
- Social Security (Application) Records
- Obituaries/Death Notices
- Necrology (Obituary) Files
- Mortality Schedules
- Funeral Home Records
- Internment Records
- Memorial Cards
- Cemetery/Burial Records
- Tombstone Inscriptions/Grave Markers
- Grave Registration Cards

**Court Records**
- Wills
- Estates
- Guardianships
- Mental Illness Records
- Civil Disputes
- Criminal Activities
- Juror Lists
- Pastor’s License to Perform Marriages
- Early Tavern and Business License
**Immigration Records**
- Passenger Ship lists
- Captains' Logs
- Declaration of Intentions
- Petition and Naturalization
- Passports and Passport Applications
- Alien Registration Forms (1940-1944)

**Property Records**
- Land Deeds
- Plat Maps
- Tax Records
- Delinquent Land Owners
- Mortgage/Rent Receipts
- Vendor Licenses
- Tavern Licenses
- Appraisal and Sales

**Military Records**
- Enlistments
- Muster Rolls
- Militia Rolls
- Military Rosters
- Draft Registrations
- Military Service Records
- Pension Records

**Newspapers**
- Family Reunion Notices
- Anniversary Articles
- Biographies
- Birth, Marriage, Death Announcements
- Community/Social News
- List of Letters Left at Post Office
- Estate Notices
- Legal Notices
- Auctioning/Selling of Property
- Military Correspondences

**Other Records**
- Military Draft
- Abbreviated Business Directories
- Business and Church Histories
- School Histories and Class Reunions
- Graduating Class Photos
- Individual Achievements (Schools, Military, Promotions, etc.)
- Hospital News/Accidents
- Criminal Activities
- Local Histories
- Sports News
- Political News, including Biographical Sketches of Candidates

**Property Records**
- Land Deeds
- Plat Maps
- Tax Records
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- Legal Notices
- Auctioning/Selling of Property
- Military Correspondences
Research Checklist

**To find parents**

___ Biographies ___ Death Records
___ Birth Records ___ Family Histories
___ Burial Records ___ Land Deeds
___ Census Records ___ Marriage Records
___ Church Records ___ Obituaries
___ Court Records (wills/estates)

**To find birth date**

___ Biographies ___ Death Records
___ Birth Records ___ Funeral Home Records
___ Burial Records ___ Marriage Records
___ Census Records ___ Memorial Cards
___ Church Records ___ Obituaries
___ Court Records (guardianships) ___ Directories

**To find death date**

___ Biographies ___ Family Histories
___ Burial Records ___ Memorial Cards
___ Census Records ___ Mortality Schedule
___ Church Records ___ Obituary Index
___ Court Records ___ Ohio Death Certificate Index
___ Death Record ___ Social Security Index (Ancestry)
___ Funeral Home Records

**To find marriage date**

___ Biographies ___ Family Histories
___ Census Records ___ Marriage Index
___ Church Records ___ Military Pension
___ Court Records ___ Obituaries

**To find descendants**

___ Biographies ___ Funeral Home Guest Books (internet)
___ Census Records ___ Land Deeds
___ Court Records ___ Obituaries
___ Family Histories
**To find immigration information**
- Biographies
- Census Records
- Declaration of Intention
- Family Histories
- Naturalization Records
- Obituaries
- Ship Passenger Lists

**To find immigration information on the internet**
- Ancestry Library Edition
- Castle Garden
- Ellis Island
- Ship Transcribers Guild

**To find birth, marriage, death, military, etc. on the internet**
- American Obits and Death Notices
- Ancestry Library Edition
- FamilySearch.org
- Ohio History Connection
- Online Searchable Death Indexes
- USGenweb/Rootsweb

**To research historical buildings or homes**
- County Auditor’s Website
- County/Village Histories
- Court Records
- Directories
- Family Histories
- Land Deeds
- Ohio History Connection State Historic Preservation Office, Website: ohiohistory.org/preserve/state-historic-preservation-office
- Phone Books
- Photo Books (i.e. Arcadia Publications)
- Plat Maps
- Sanborn Fire Insurance Maps
- Tax Records
- Township Notebooks

**To research businesses**
- Annual Reports
- Biographies
- Business Histories
- Business Incorporation Records
- Business Letterheads
- Business Notebooks
- Company Newsletters
- County/Village Histories
- Court Records
- Directories
- Family Histories
- High School Annuals
- Industry Periodicals
- Newspapers
- Obituaries
- Phone Books
- Township Notebooks
- Vendor Licenses
Name of Ancestor ________________________________________

# U.S. Census Checklist

<table>
<thead>
<tr>
<th>U.S. Census</th>
<th>1880 U.S. Census Supplemental Forms Defective, Dependent, and Delinquent Classes</th>
</tr>
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<tbody>
<tr>
<td>1790</td>
<td></td>
</tr>
<tr>
<td>1800</td>
<td></td>
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<tr>
<td>1920</td>
<td></td>
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<tr>
<td>1930</td>
<td></td>
</tr>
<tr>
<td>1940</td>
<td></td>
</tr>
<tr>
<td>1850 Slave Schedule</td>
<td>Schedule 2: Insane</td>
</tr>
<tr>
<td>1860 Slave Schedule</td>
<td>Schedule 3: Idiots</td>
</tr>
<tr>
<td>1885 State Census (Not available for all states)</td>
<td>Schedule 4: Deaf-Mutes</td>
</tr>
<tr>
<td>1890 Veterans Schedule</td>
<td>Schedule 5: Blind</td>
</tr>
<tr>
<td>(Union soldiers or widows of Union soldiers)</td>
<td>Schedule 6: Homeless Children</td>
</tr>
<tr>
<td>1900 Special Inquires Relating to Indians</td>
<td>Schedule 7: Prisoners</td>
</tr>
<tr>
<td>1910 Special Inquires Relating to Indians</td>
<td>Schedule 7a: Pauper and Indigent</td>
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</table>

## U.S. Special Schedules

<table>
<thead>
<tr>
<th>U.S. Special Schedules</th>
<th>Industrial/Manufacturers</th>
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</thead>
<tbody>
<tr>
<td>1850</td>
<td>1810</td>
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<td>1860</td>
<td>1820</td>
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<tr>
<td>1885 State Census (Not available for all states)</td>
<td>1850</td>
</tr>
<tr>
<td>1890 Veterans Schedule</td>
<td>1860</td>
</tr>
<tr>
<td>(Union soldiers or widows of Union soldiers)</td>
<td>1870</td>
</tr>
<tr>
<td>1900 Special Inquires Relating to Indians</td>
<td>1880</td>
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<tr>
<td>1910 Special Inquires Relating to Indians</td>
<td>1885</td>
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## Non-population U.S. Census

### Agricultural

<table>
<thead>
<tr>
<th>Non-population U.S. Census</th>
<th>Industrial/Manufacturers</th>
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<tbody>
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<td>1885</td>
<td>1870</td>
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### Industrial/Manufacturers

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<thead>
<tr>
<th>Non-population U.S. Census</th>
<th>Industrial/Manufacturers</th>
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<tbody>
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<td>1850</td>
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<td>1885</td>
<td>1870</td>
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### Mortality

<table>
<thead>
<tr>
<th>Non-population U.S. Census</th>
<th>Industrial/Manufacturers</th>
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</thead>
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<tr>
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### Business Schedule

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<tr>
<th>Non-population U.S. Census</th>
<th>Industrial/Manufacturers</th>
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<tbody>
<tr>
<td>1850</td>
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<td>1880</td>
<td>1860</td>
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*Business Schedule* 1935 (Includes advertising agencies, banking/financial institutions, miscellaneous enterprises, motor trucking for hire, public warehousing, and radio broadcasting stations.)
Sample Research Plan

Example individual: Henry Stryker/Striker born: c. 1805 PA died: about 1855 OH

State the Problem or concern

- When did Henry Stryker/Striker die?
- Where did Henry Stryker/Striker die?
- Who are the parents of Henry Stryker/Striker?

Known Information

- Henry Stryker is listed in the 1850 U.S. Census in Hamilton Twp., Warren Co., OH.
- According to the 1850 U.S. Census, he was born about 1805 in Pennsylvania.
- Residing with him include Adelia Stryker, age 32, born in New York; Elizabeth Stryker, age 9, born in Ohio; James Stryker, age 5, born in Ohio; and Martha Stryker, age 1, born in Ohio. Assumption: Adelia is the wife; Elizabeth, James, and Martha are children of Henry and Adelia Stryker.
- Next door to Henry and Adelia Stryker in the 1850 U.S. Census is James Stryker, age 67, born NJ and Francis Stryker age 55, born in VA and family. James Stryker owns $20,000 real estate.
- Robert Francis Stryker, the youngest of the known children of Henry and Adelia Stryker, was born 27 Jan 1854 and died 13 Dec 1920. This information is on his tombstone.
- My maternal grandmother provided information that Henry and Adelia Striker had five children: John, Ruth Anne, James, Martha, and Robert Francis Stryker. Grandmother descends from Robert Francis Stryker. Grandma told me James Stryker fell out of a boat and drowned in the Monongahela River when he was almost two years old. The family was coming to Ohio from Pennsylvania. She said that John Stryker, one of the sons of Henry and Adelia Stryker, fought in the Civil War and never returned home.

Related Resources

- Family narrative.
- Tombstone inscriptions for Fifteen/Lehigh Cemetery, Liberty Twp., Washington Co., OH (includes some Striker/Stryker ancestors).
- Marriage record of James Striker and Fannie Hamilton on 15 Apr 1824 in Warren Co., OH.
- 1840 U.S. Census for James Stryker in Hamilton Twp., Warren Co., OH.
• 1850 U.S. Census for James Stryker (b. 1783 in NJ) in Hamilton Twp., Warren Co., OH.
• 1850 U.S. Census for Henry (b. 1805 in PA) and Adelia Stryker in Hamilton Twp., Warren Co., OH.
• 1850 U.S. Census for John Stryker (b. 1843 in OH) in Hamilton Twp., Warren Co., OH.
• 1860 U.S. Census for Aia [Adelia] Striker in Enoch Twp., Noble Co., OH.
• Marriage abstract of Peter Gray and Adelia Stricker [Stryker] on 24 Jul 1861 in Noble Co., OH.
• 1870 U.S. Census for Peter and Adaline Gray in Liberty Twp., Washington Co., OH.
• 1880 U.S. Census for Peter and Adelia Gray in Liberty Twp., Washington Co., OH.
• Death record for Peter Gray, 14 Nov 1881 in Liberty Twp., Washington Co., OH.
• Marriage record of Adelia Gray to Simeon Long on 15 Apr 1886 in Liberty Twp., Washington Co., OH.
• 1900 U.S. Census for Adela Long in Liberty Twp., Washington Co., OH.
• Find-A-Grave record for Adelia Long (1820–1908), buried in Liberty EUB Church Cemetery.
• Death record of Martha Jane (Stryker) Snodgrass in Fearing Twp., Washington Co., OH on 11 Oct 1915 (parents given as Henry Stryker and Deaila Rummer).
• Tombstone inscription of Robert Francis Stryker.

POSSIBLE RESOURCES
• Land deeds in Warren Co., OH or Noble Co., OH for Henry Stryker. (Courthouse)
• Probate Court records for Henry Stryker in Warren Co., OH or Noble Co., OH. (Courthouse)
• Newspapers 1850–1860 for Warren Co., OH or Noble Co., OH. Public library in Warren Co., OH or Noble Co., OH)
• U.S. Census records for 1860 for James Stryker, born about 1783. (Ancestry Library Edition or FamilySearch.org)
• Land deeds in Warren Co., OH for James Stryker in Warren Co., OH. (Courthouse)
• Probate Court records for James Stryker in Warren Co., OH. (Courthouse)
Appendix 5:
Sample Interview Questions

Family and Ancestry
- Ask questions of your parents, grandparents, siblings of parents, and grandparents.
- Include birth dates/places, marriage dates/places, death dates/places, and burial places.
- Include occupations, religious affiliations, places of employment, and stores.
- Find out what you can about the relationships between different family members.

Childhood Home
- Describe your home. Was it in a rural or urban setting? Did the family rent, lease, or own? Was the house small or large?
- Did family members eat together? Did family gather around the television or radio to eat?
- How was the food prepared? Did you cook using a microwave or did you cook on a coal, gas, wood, or electric stove?
- Did you have indoor plumbing and electricity? Did you burn oil lamps and candles?

Childhood Memories
- Did you have any pets growing up?
- What did you do for fun?
- How were you disciplined growing up?
- Did you have friends over, or did you go to your friends’ homes?

Education
- How far did you go in school? Elementary, middle, high school, college, post-graduate?
- What were the names of your schools? Did you attend a one-room school?
- What subjects were taught? What were your favorite and least favorite subjects?
- Did you celebrate holidays while at school? Did you say the “Pledge of Allegiance?”

Holidays, Celebrations, Traditions
- How did you celebrate holidays at home? Are there any traditions that have been passed down from generation to generation?
- Did you have a live or artificial Christmas tree? Did you celebrate Hanukkah rather than Christmas?
- Did your family have large gatherings around the holidays?
- What are some of your fondest or worst memories of the holiday season?
MILITARY
• In which branch of the service did you serve? Did you enlist as a volunteer or were you drafted?
• Where did you serve? Did you serve during peace or war times? Describe your experience.
• Did you have any relatives or ancestors who served in the military, either during peace or war times?
• How did you correspond? Were you able to correspond on a regular basis? Did you send or receive goodies?

OCCUPATION
• What was your occupation? How did you choose that occupation?
• Did you stay at home to raise a family?
• What was it like to be a single father/mother raising kids and working to support the family?
• When did you enter the work force?

RELATIONSHIPS
• How did you meet your spouse or partner? How long did you date before you married or formalized your relationship?
• What kinds of activities did you do while dating?
• How did the relationship change once you became a parent?
• Is there anything you would do differently?
Step 1. The Treasure Hunt

<table>
<thead>
<tr>
<th>A. Getting Started</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete a five-generation pedigree chart.</td>
<td></td>
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</tr>
<tr>
<td>2. Continue your personal diary started in Year Two.</td>
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</tr>
<tr>
<td>3. Review pedigree charts and family group sheets and plan where you need to go from this point. If your family or project helper is not familiar with genealogy, ask a genealogical society or library staff member for suggestions.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Organize Your Search</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask two other researchers how they file notes and documents.</td>
<td></td>
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</tr>
<tr>
<td>2. Continue to organize your project. Use any tips you learned from the researchers you contacted.</td>
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</tr>
<tr>
<td>3. Within each family unit or individual’s folder, add a copy of your research log, correspondence log, research plan, checklists (see Appendix 3 for helpful lists), and other tools used in your research.</td>
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</tr>
<tr>
<td>4. Update your list of contents within each folder or section as you find more.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Interviewing</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are there other family members or friends to interview?</td>
<td></td>
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<tr>
<td>2. Do not forget to include documentation on who you interviewed, when and where the interview took place, and who did the interviewing.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Known and Missing Information</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review your projects from years one and two. Take note of any missing or conflicting information you have.</td>
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</tr>
<tr>
<td>2. Update your records with any additional information you have found since starting the Treasure Hunt.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Training Session</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Watch for meetings or lessons on genealogy that interest you. To discover what is available, contact your library, genealogical or historical society, the Ohio Genealogical Society at ogs.org, or do a general internet search. Attend at least one. Webinars, videoconferencing, and other opportunities are acceptable.</td>
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</tr>
<tr>
<td>2. Learn about court records, land deeds, property records, tax records, and other types of records that might have information about your ancestors.</td>
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</tr>
<tr>
<td>3. Interview a librarian or an experienced genealogist about career opportunities in genealogy or a related field.</td>
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</tr>
</tbody>
</table>
## Step 1. The Treasure Hunt

<table>
<thead>
<tr>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
</table>

### F. Using Equipment

1. Learn to use a new electronic device, gadget, or mobile app that could help you with your family history.
2. Write a step-by-step guide on how to use the device, gadget, or app.
3. Share this information with a friend, family member, or a genealogist.

### G. Research Plan

1. Create a research plan based on how to find missing information. List what information is known and what information you seek. Review your research plan from your Second Year Requirements. Review any research you have done since your last research plan.
2. Create a new research plan to resolve a conflict you have found in your research (see page 22 for details). State the problem and provide a list of possible resources to use that could solve the problem. Sources may include court records, property records, additional vital records, or living relatives. Include possible places you can look to find the needed documents.
3. Using your research plan as a guide, conduct some new research. Write down what you find or do not find in your quest. Do not forget to write the date you did the search and the sources used.

### H. Correspondence

1. Investigate ways others track and file correspondences.
2. Create or improve your own method to track and file correspondences.

### I. Research

1. Find a court record on one of your ancestors. This could be a will, estate, guardianship, divorce decree, civil or criminal activity, or any other record created by the court.
2. Determine if your parents, grandparents or great-grandparents owned property. Look for clues through oral histories or in census records.
3. If property was found, find a land deed or property tax record to verify ownership.
4. Follow your research plan. Write a report summarizing any successes. Is your research going well? If not, write about your results and how they may or may not help in the future.

### J. Documentation

1. Practice documenting at least one court record and record in your journal.
2. Practice documenting at least one land deed or property record and record in your journal.
3. Practice documenting one unusual record you have found in your research and record in your journal.
4. Cite each source you use for your project. Citations should be written or typed on each document.
### Step 1. The Treasure Hunt

<table>
<thead>
<tr>
<th></th>
<th>Date completed</th>
<th>Project Helper Initials</th>
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</thead>
<tbody>
<tr>
<td>5. Update your source list. Do you know which sources go to which fact or ancestor?</td>
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</tbody>
</table>

### K. Annual Essay—My Personal History

Maybe you had a great-grandfather who served in the war. Maybe you had an ancestor who did a lot for the community. Maybe there is a family story handed down through the generations you would like to share. This essay might involve searching newspapers or looking for background information on what life was like for the ancestor you have never met. It may be handwritten or completed on a computer. Be sure to use an easy-to-read font in 12-point, and double space your lines.

### L. Sharing Information

Update your charts and donate them to your library or genealogical society. For privacy reasons, some dates and facts on living persons should be blocked from public files unless you have written permission from each living person. Discuss the need for privacy with your parents, your library, and/or your genealogical society.

### Step 2. Learning Experience

<table>
<thead>
<tr>
<th></th>
<th>What I plan to do:</th>
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</thead>
<tbody>
<tr>
<td>What I did:</td>
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</table>

### Step 3. Leadership/Citizenship Activity

<table>
<thead>
<tr>
<th></th>
<th>What I plan to do:</th>
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</thead>
<tbody>
<tr>
<td>What I did:</td>
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<td></td>
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</tbody>
</table>

### Step 4. Project Evaluation and Record Keeping

My project was reviewed by my project helper on ________________(date).

I was interviewed in the county on _________________________(date).
My fourth year in *Family History Treasure Hunt* is 20_____. I am ____ years of age (as of January 1).

### What To Do: Fourth Year Requirements

<table>
<thead>
<tr>
<th>Step 1. The Treasure Hunt</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
</table>

#### A. Getting Started

1. Review what you have accomplished in your family research.
2. Continue your personal diary from years two and three.
3. Review pedigree charts and family group sheets and plan where you need to go from this point. If your project helper is not familiar with genealogy, ask a genealogical society or library staff member for suggestions.

#### B. Organize Your Search

1. Review your organizational style. Is it consistent? Does it need to be modified?
2. Has your pedigree chart been updated?
3. Do you have a family group sheet for each family unit?
4. Do you have an up-to-date research log for each family unit?
5. Do you have a source list or checklist for each individual of interest?
6. Have you kept record of all correspondences?
7. Are your electronic files organized and backed-up?
8. Update your files after answering the seven questions above.
9. Create a master list of all ancestors in your family. Indicate where you can find the family information in your files.

#### C. Interviewing

1. Have you interviewed all known family members and friends of the family who might have some knowledge of your family’s history?
2. Have you properly documented all interviews to date?
3. Do you have summaries or transcriptions of each interview completed to date?

#### D. Known and Missing Information

1. Review your projects from years one, two, and three.
2. Prepare a list of missing or conflicting information you have. Use this list when creating your research plan.

#### E. Training Session

1. Learn about the social history surrounding one of your ancestors.
2. Learn about why specific records were created.
3. Learn about migration patterns that might have affected your ancestors.
### Fourth Year Requirements

<table>
<thead>
<tr>
<th>Step 1. The Treasure Hunt</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
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</thead>
<tbody>
<tr>
<td>4. Watch for interesting meetings or lessons on genealogy. Attend at least one.</td>
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<tr>
<td>5. Offer to present a genealogy program at your library, or genealogical or historical society.</td>
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</tbody>
</table>

### F. Using Equipment

1. Explore the newest devices, gadgets, apps, software, and equipment for family historians.
2. Share your findings with your library, or genealogical or historical society.

### G. Research Plan

1. Plan your next research trip with your project helper. It could be a trip to a cemetery, church, courthouse, library, genealogical or historical society, or any other repository of information.
2. Your planned research trip should help you find missing information, to help verify or disprove questionable information, or to add new information.

### H. Correspondence

1. Look through your files and determine if all correspondences have been recorded. Are there any correspondences you need to follow up on?

### I. Research

1. Choose one relative or ancestor in your family. Prepare a time line of your ancestor’s life. Include historical events that might have happened locally or nationally. Search the internet and use local newspapers to help determine some historical events.
2. Choose and explain one of your documents. Why was it created? What types of information can you find on the document? How was the information obtained?

### J. Documentation

1. Review all your documents. Have all documents been properly cited?
2. If any facts have not been documented, retrace your steps and document the information.

### K. Annual Essay—My Personal History

This is your fourth year of searching your family history. What are some interesting things you have learned along the way? Has anything come as a surprise? This essay gives you the opportunity to share some of your findings on your journey so far. The essay may be handwritten or completed on a computer. Be sure to use an easy-to-read font in 12-point, and double space your lines.
### Step 1. The Treasure Hunt

<table>
<thead>
<tr>
<th>L. Sharing Information</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you do this year to share your research?</td>
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</table>

### Step 2. Learning Experience

<table>
<thead>
<tr>
<th>What I plan to do:</th>
<th>Date completed</th>
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<tbody>
<tr>
<td>What I did:</td>
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</table>

### Step 3. Leadership/Citizenship Activity

<table>
<thead>
<tr>
<th>What I plan to do:</th>
<th>Date completed</th>
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<tr>
<td>What I did:</td>
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</table>

### Step 4. Project Evaluation and Record Keeping

<table>
<thead>
<tr>
<th>My project was reviewed by my project helper on ________________(date).</th>
<th>Date completed</th>
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</thead>
<tbody>
<tr>
<td>I was interviewed in the county on ____________________________________</td>
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</tbody>
</table>
What To Do: Fifth Year Requirements

My fifth year in *Family History Treasure Hunt* is 20_____. I am ____ years of age (as of January 1).

<table>
<thead>
<tr>
<th>Step 1. The Treasure Hunt</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
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</thead>
<tbody>
<tr>
<td>The minimum requirements for this year are listed below. Everything you do this year is counted with year five.</td>
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</tbody>
</table>

**A. Getting Started**

1. Review what you have accomplished in your family research.
2. Continue your personal diary.
3. Choose one ancestor that has eluded you or has been a challenge for you in your research. This ancestor will be your focus for year five.

**B. Organize Your Search**

1. Review all the documents and information you have compiled on your challenging ancestor.
2. Use the checklists in Appendix 3 to keep track of which resources have been found and which have yet to be found for your challenging ancestor.

**C. Interviewing**

1. Have you interviewed relatives about your challenging ancestor?
2. Have you interviewed a genealogy or local history specialist about your challenging ancestor?

**D. Known and Missing Information**

1. Create a list of what is known about your challenging ancestor. Prepare a list of missing information, any assumptions you have made, or any conflicting information. Use this list when creating your time line and research plan.
2. Create a time line of your challenging ancestor. Include items pertaining to this person as well as local, regional, and national events.

**E. Training Session**

1. Begin researching the FAN club. The FAN club is an acronym for Friends, Associates, and Neighbors. See “Project Area: Conducting Your Search” for more information.
2. Learn about the social history surrounding your challenging ancestor. This can be incorporated into your time line.

**F. Using Equipment**

1. Explore the newest devices, gadgets, mobile apps, software, and equipment for family historians.
2. Share your findings with a family member, library, or genealogical or historical society.

**G. Research Plan**

1. Based on what is known and not known about your challenging ancestor, the compiled time line, and resources not used to date, create a research plan for finding more information about him or her.
### Step 1. The Treasure Hunt

<table>
<thead>
<tr>
<th></th>
<th>Date completed</th>
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</thead>
<tbody>
<tr>
<td>2. Your planned research trip should help you find missing information, to help verify or disprove questionable information, or to add new information.</td>
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</table>

### H. Correspondence

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Contact an archives, a library, a church, a government entity, and similar places that may contain records about your challenging ancestor.</td>
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</tr>
<tr>
<td>2. Record all correspondences into a correspondence log.</td>
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</tbody>
</table>

### I. Research

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<tr>
<th></th>
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<tbody>
<tr>
<td>1. Follow your research plan to conduct further research on your ancestor.</td>
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</table>

### J. Documentation

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Review all documents to make sure they have been cited.</td>
<td></td>
</tr>
<tr>
<td>2. Cite any new documents found while researching your ancestor.</td>
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</tbody>
</table>

### K. Annual Essay—My Personal History

Write a research report based on research done on your challenging ancestor. Start with a statement describing the problem or what you wanted to find out about him or her. Summarize what you already knew prior to the search. Explain how you conducted your research. Provide a summary of your research results. Be sure to use an easy-to-read font in 12 point, and double space your lines.

### L. Sharing Information

Share your findings with a local genealogical or historical society, and with a group of your friends or family. You could also donate a copy of your research to your public library.

### Step 2. Learning Experience

<table>
<thead>
<tr>
<th>What I plan to do:</th>
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<tr>
<td>What I did:</td>
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### Step 3. Leadership/Citizenship Activity

<table>
<thead>
<tr>
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<tr>
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### Step 4. Project Evaluation and Record Keeping

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<tr>
<th>My project was reviewed by my project helper on _______________________(date).</th>
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<tbody>
<tr>
<td>I was interviewed in the county on _______________________(date).</td>
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</tbody>
</table>
My sixth year in *Family History Treasure Hunt* is 20____. I am ____ years of age (as of January 1).

<table>
<thead>
<tr>
<th>Step 1. The Treasure Hunt</th>
<th>Date completed</th>
<th>Project Helper Initials</th>
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<tbody>
<tr>
<td>The minimum requirements for this year are listed below. Everything you do this year is counted with year six.</td>
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</table>

**A. Getting Started**

- Define your direction and goals for the year. This might be a continuation of your efforts in year five or a completely different approach. Make clear what you plan to do and how this is a new experience for you.

**B. Annual Essay—Self-Directed Project**

- Write an essay summarizing your self-directed project. It may be handwritten or completed on a computer. Be sure to use an easy-to-read font in 12-point, and double space your lines.

**C. Sharing Information**

- What will you do this year to share your research?

<table>
<thead>
<tr>
<th>Step 2. Learning Experience</th>
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</thead>
<tbody>
<tr>
<td>What I plan to do:</td>
<td>What I did:</td>
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</table>

<table>
<thead>
<tr>
<th>Step 3. Leadership/Citizenship Activity</th>
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</thead>
<tbody>
<tr>
<td>What I plan to do:</td>
<td>What I did:</td>
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</table>

<table>
<thead>
<tr>
<th>Step 4. Project Evaluation and Record Keeping</th>
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</thead>
<tbody>
<tr>
<td>My project was reviewed by my project helper on _________________.(date).</td>
<td></td>
</tr>
<tr>
<td>I was interviewed in the county on _________________.(date).</td>
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</tr>
</tbody>
</table>
abstract. A summary of the most important pieces of information within a document.

ancestor. One from whom you descend in a direct line.

archival quality. Materials that are slow to fade or weaken. Archival items typically last longer than those of lesser quality.

archives. Place for keeping records.

authored works. Narrative based on information from a variety of sources.

cemetery. A piece of land set aside for the burial of a deceased person.

cemetery records. Written record of the burial of an individual. May include register of graves, register of interments, or letters and minutes related to the local burial.

census. A count of the population including economic, educational, and social conditions statistics.

certified copy. Copy of a document that is signed and certified as a true copy by the officer to whom the original is entrusted.

christen. To baptize or to name at baptism.

citation. A quote of the source used for information.

collateral lines. Anyone who is not a direct ancestor or descendant of the subject.

compiler. Someone who gathers and puts together information from other sources.

deed. Legal document containing the record of a transfer of real estate or other property.

derivative source. A person or record that gives information that has been repeated, reproduced, abstracted, transcribed, or summarized from something that has already been spoken or written.

descendant. Offspring to the latest generation.

direct evidence. Information item that answers a research question by itself.

encapsulation. Enclosing a family document or photo between two sheets of acid-free, archival-safe plastic.

family unit. The parent(s) and the child(ren) of one family.

genealogy. History of the descent of one person or family from an ancestor.

generation. The average time between the birth of parents and the birth of their children, an average of 30 years.

grantee. Person to whom a grant is made. In genealogy research this usually refers to a real estate property deed.

grantor. Someone who makes a grant.

guardian. A person appointed by the court to oversee the financial affairs of a minor or the business of a person who is not capable of handling their affairs.

heir. By common law, the person who inherits an estate after the death of a relative.

imigrant. One who enters and settles in a foreign country.

index. An alphabetical list of names, subjects, or places taken from the text of a book; the index is guide to the location of the name, subject, or place in the text.

indirect evidence. Information items that suggest an answer to a research question when combined.

maiden name. The surname that a married woman used prior to her first marriage.

maternal. Related to the mother.

migration. The act of moving from one place to another.

naturalization. The process an individual of foreign birth goes through to become a citizen of the United States. Historically, this is a two-step process. The foreign-born individual first files a declaration of intention, sometimes known as first papers. The second step is to file the final papers.

negative evidence. The absence of information that answers a research question.

doath of allegiance. The oath taken by a foreign-born person in which the government of another country is renounced and the government of the United States is accepted; also called oath of fidelity.

original source. Written reports of action made at or near the time of the event.

paternal. Related to the father.

pedigree. Recorded ancestry; a multi-generation chart.

probate. The act or process of proving a will.

proof. Establishment of a fact by evidence or documentation.

repository. A place or building where artifacts, documents, and other information are stored.

surname. Family name (last name), as distinguished from a given name.

tombstone. A stone or wood set up at the head of a grave used to mark the location of a burial; usually includes the name or initials of the deceased, the birth date, and death date. A tombstone also is referred to as a headstone, gravestone, grave marker, monument, or memorial.

transcriptions. A copy of the words and information from a document. The copying can be done by hand or word processing software.

validity check. A process to determine if the fact or document given is acceptable to the researcher.

vital records. Documents relating to births, marriages, and deaths. Also called vital statistics.

will. Written disposition of a someone’s legally owned property.
## Summary of Learning Outcomes

<table>
<thead>
<tr>
<th>Project Skill</th>
<th>Life Skill</th>
<th>Educational Standard*</th>
<th>Success Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Area: Treasure Hunting Basics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Searching for basic information for first pedigree chart</td>
<td>Processing information</td>
<td>NCSSS 2. Time, Continuity, and Change (Middle Grades), Processes: Identify and use a variety of primary and secondary sources for reconstructing the past; such as documents, letters, diaries, maps, textbooks, photos, and other sources.</td>
<td>Completes own pedigree chart</td>
</tr>
<tr>
<td><strong>Project Area: Treasure Hunt Tools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering genealogical evidence from various sources</td>
<td>Thinking critically</td>
<td>NCSSS 2. Time, Continuity, and Change (Middle Grades), Processes: Identify and use a variety of primary and secondary sources for reconstructing the past; such as documents, letters, diaries, maps, textbooks, photos, and other sources.</td>
<td>Creates and fills in Treasure Hunter’s Research Journal</td>
</tr>
<tr>
<td><strong>Project Area: Conducting Your Search</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding and documenting genealogical records properly</td>
<td>Reasoning</td>
<td>NCSSS 2. Time, Continuity, and Change (High School), Processes: Research and analyze past periods, events, and recurring issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony), as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence.</td>
<td>Verifies and records various types of evidence in Research Journal</td>
</tr>
</tbody>
</table>

I pledge
My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service, and
My health to better living,
For my club, my community, my
country, and my world.